

# IDAHO LITERACY INTERVENTION PROGRAM EVALUATION

2020-21

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# SENATE BILL NO. 1202

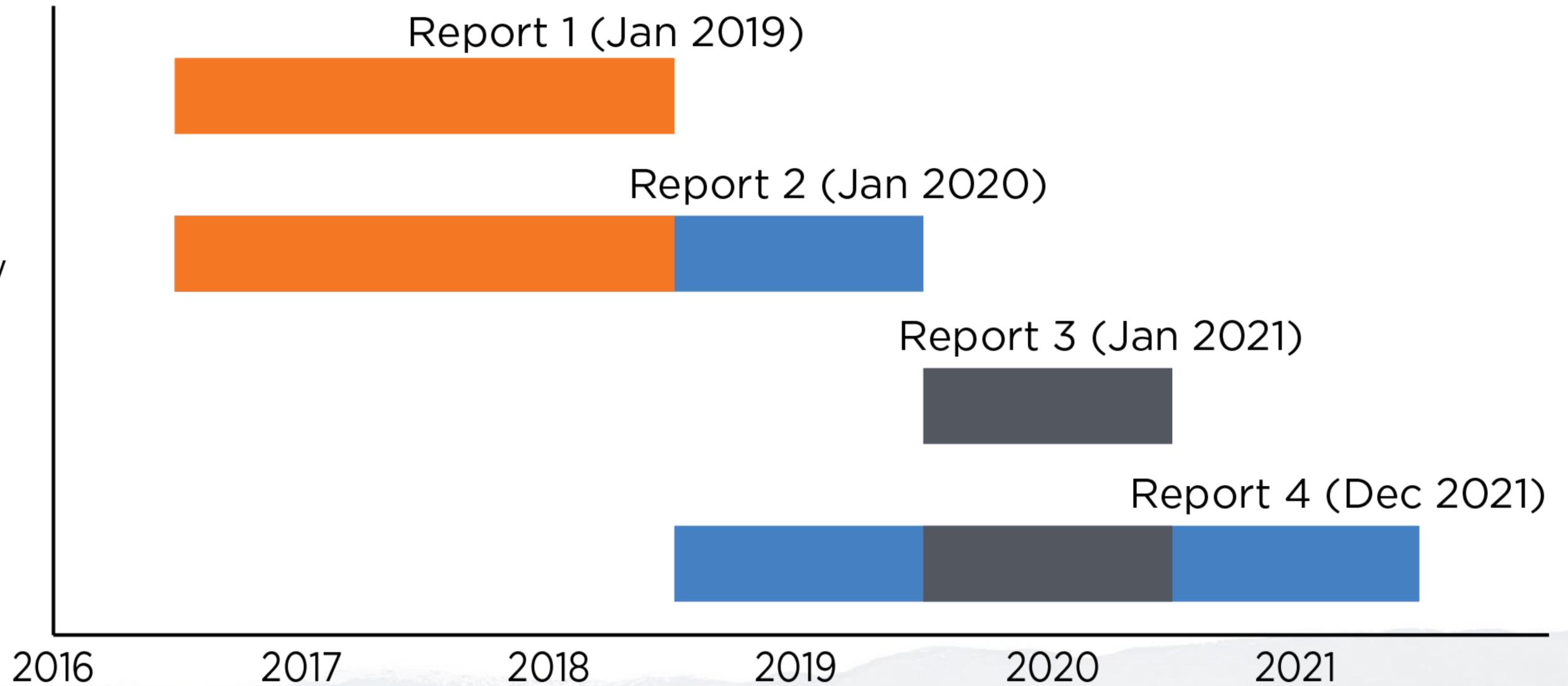
SECTION 5. LITERACY INTERVENTION PROGRAMS EVALUATION. The literacy intervention program(s) shall continue its independent, external evaluation that includes an analysis of key performance indicators of student achievement. The results of the updated evaluation shall be reported to the Joint Finance-Appropriations Committee and the Senate and House education committees no later than December 1, 2021, on the **program design; use of funds**, including the funding amounts and local education agencies that have **utilized all-day kindergarten; program effectiveness**; and **any other relevant matters**.



# REPORT HISTORY

## Data Used

- Legacy IRI
- IRI by Istation
- Survey/Interview



# METHODS

Student-level IRI scores & demographic data

All Day K enrollment data

LEA Literacy Intervention expenditure data



# PROGRAM DESIGN



# PROGRAM DESIGN

Program is well designed:

Program focuses on students

Tests accurately identify student need

Program spending evident in student learning



# USE OF FUNDS



# LEA PROGRAM EXPENSES BY BUDGET CATEGORIES

Area	FY 2019	FY 2020	FY 2021
Personnel	68.7%	77.7%	77.4%
Curriculum	13.7%	12.0%	12.6%
Transportation	0.7%	0.2%	0.1%
Professional development	4.9%	3.0%	2.6%
Technology	9.0%	6.0%	5.7%
Other	3.1%	1.3%	1.2%
# LEAs	149	157	154



# TYPES OF KINDERGARTEN

Type	What it may look like	
Part-day kindergarten	Half day in school with certified instructor	5 days a week
	Half day with certified instructor, half day with other staff	5 days a week
	Full-day instruction	2-3 days a week
All-day kindergarten	Full day instruction	4 or 5 days (equivalent to other grades)
Combination	Some students receive full-day instruction while others receive half-day instruction	

# KINDERGARTEN OFFERINGS BY SCHOOL

Type	2018-19		2020-21	
Part-day kindergarten	492	73.7%	177	42.3%
All-day kindergarten	175	26.3%	186	44.4%
Combination	N/A*	N/A*	56	13.3%
# LEAs	667	100%	419	100%

*\* Past data does not account for schools who offer a unique combination of kindergarten opportunities.*



# PROGRAM EFFECTIVENESS



# DESCRIPTIVE OVERVIEW OF STUDENTS WHO TOOK IRI ASSESSMENT

Grade	2018-19		2019-20		2020-21	
	Fall	Spring	Fall	Spring	Fall	Spring
Kindergarten Students	20,458	20,461	21,742	-	19,624	19,628
1 <sup>st</sup> Grade Students	21,384	21,382	22,457	-	20,681	20,683
2 <sup>nd</sup> Grade Students	21,795	21,790	22,538	-	21,164	21,165
3 <sup>rd</sup> Grade Students	22,059	22,063	23,013	-	21,195	21,188
Total Students	85,696	85,696	89,750	-	82,664	82,664

**Note: Counts of students in 2018-19 and 2020-21 are limited only to those who took both the fall and spring IRI assessments. Counts are slightly higher in 2019-20 than they otherwise would be as the spring 2020 IRI assessment was not universally administered and the same calculations were not possible.**



# DESCRIPTIVE OVERVIEW OF STUDENTS WHO TOOK IRI ASSESSMENT

Status	2018-19		2019-20		2020-21	
	Fall	Spring	Fall	Spring	Fall	Spring
% Experiencing Homelessness	2.1%	2.2%	2.3%	-	2.0%	2.1%
% IEP	11.3%	11.4%	11.6%	-	11.6%	11.8%
% EL	10.3%	10.3%	9.8%	-	9.4%	9.4%
% White	74.7%	74.7%	74.4%	-	74.3%	74.3%
% Male	50.9%	50.9%	51.1%	-	51.0%	51.0%
Total Students	85,696	85,696	89,750	-	82,664	82,664

*Note: Counts of students in 2018-19 and 2020-21 are limited only to those who took both the fall and spring IRI assessments. Counts are slightly higher in 2019-20 than they otherwise would be as the spring 2020 IRI assessment was not universally administered and the same calculations were not possible.*



# TERMINOLOGY

Proficient = At Grade Level (Tier 1)

Basic = Below Grade Level (Tier 2)

Below Basic = Well Below Grade Level (Tier 3)



# DESCRIPTIVE OVERVIEW OF STUDENTS WHO TOOK IRI ASSESSMENT

Status	2018-19		2019-20		2020-21	
	Fall	Spring	Fall	Spring	Fall	Spring
% Students scoring proficient (K-3)	52.8%	70.2%	54.7%	-	49.9%	65.8%
% Students scoring basic (K-3)	24.1%	17.1%	25.0%	-	26.1%	19.3%
% Students scoring below basic (K-3)	23.0%	12.7%	20.3%	-	24.0%	14.9%
Total Students	85,696	85,696	89,750	-	82,664	82,664

*Note: Counts of students in 2018-19 and 2020-21 are limited only to those who took both the fall and spring IRI assessments. Counts are slightly higher in 2019-20 than they otherwise would be as the spring 2020 IRI assessment was not universally administered and the same calculations were not possible.*



# LITERACY PROFICIENCY BY GRADE (SPRING IRI)

	KG		1st		2nd		3rd	
	18-19	20-21	18-19	20-21	18-19	20-21	18-19	20-21
Proficient	63.8%	62.3%	67.2%	60.3%	75.6%	69.7%	73.7%	70.5%
Basic	20.5%	21.5%	19.5%	22.8%	13.5%	16.1%	15.2%	16.9%
Below Basic	15.7%	16.2%	13.3%	16.9%	10.8%	14.2%	11.1%	12.6%
# Students	20,461	19,628	21,382	20,683	21,790	21,165	22,063	21,188



# COUNT OF SCHOOLS & STUDENTS BY SCHOOL LOCALE

Locale	2018-19		2020-21	
	Students	Schools	Students	Schools
City	18,940	83	16,738	83
Suburb	22,977	78	20,022	80
Town	20,440	79	18,657	81
Rural	21,639	156	20,995	163
Virtual	1,199	6	4,451	5
Total	85,195	402	80,863	412

*Note: Locale analysis is only possible for schools for which NCES locale data is available. NCES data is not available for more recent schools. As a result, 501 students in 2018-19 and 1,801 students in 2020-21 are not included.*



# LITERACY PROFICIENCY BY SCHOOL LOCALE (SPRING IRI)

	KG		1st		2nd		3rd		# Students Proficient	
	18-19	20-21	18-19	20-21	18-19	20-21	18-19	20-21	18-19	20-21
City	61.5%	66.7%	66.0%	63.8%	76.0%	78.9%	74.2%	73.3%	13,175	11,586
Suburb	66.7%	65.6%	71.8%	62.2%	77.9%	71.3%	77.0%	72.2%	16,889	13,597
Town	61.3%	55.3%	61.3%	55.4%	71.5%	64.8%	70.6%	65.8%	13,530	11,268
Rural	65.6%	63.5%	70.2%	63.1%	77.6%	71.3%	73.2%	71.0%	15,527	14,141
Virtual	52.9%	54.3%	47.0%	44.3%	57.5%	60.9%	64.4%	66.7%	665	2,521
# Students Proficient	13,003	11,927	14,324	12,180	16,418	14,402	16,041	14,604	59,786	53,113



# COUNT OF SCHOOLS & STUDENTS BY SCHOOL DIVERSITY

Diversity	2018-19		2020-21	
	Students	Schools	Students	Schools
Very high	34,449	144	34,205	162
High	23,452	104	22,002	110
Medium	17,632	79	17,250	74
Low	10,163	80	9,207	80
Total	85,696	407	82,664	426



# LITERACY PROFICIENCY BY SCHOOL DIVERSITY (SPRING IRI)

	KG		1st		2nd		3rd		# Students Proficient	
	18-19	20-21	18-19	20-21	18-19	20-21	18-19	20-21	18-19	20-21
Very high	57.7%	57.2%	60.0%	54.7%	69.2%	64.0%	66.7%	64.6%	21,859	20,581
High	68.5%	66.4%	71.6%	65.6%	79.6%	74.9%	78.3%	76.0%	17,512	15,587
Medium	67.6%	65.0%	72.5%	62.4%	80.5%	71.7%	79.5%	73.9%	13,248	11,797
Low	68.1%	66.4%	72.3%	65.0%	79.8%	74.9%	76.4%	72.5%	7,549	6,430
# Students Proficient	13,062	12,224	14,366	12,472	16,480	14,757	16,260	14,942	60,168	54,395



# LITERACY PROFICIENCY BY EL STATUS (SPRING IRI)

	KG		1st		2nd		3rd		# Students Proficient	
	18-19	20-21	18-19	20-21	18-19	20-21	18-19	20-21	18-19	20-21
Non EL	67.4%	65.5%	70.1%	63.1%	78.0%	72.3%	76.2%	72.9%	56,093	51,300
EL	30.0%	27.3%	41.0%	32.6%	55.8%	46.8%	54.1%	49.1%	4,075	3,095
# Students Proficient	13,062	12,224	14,366	12,472	16,480	14,757	16,260	14,942	60,168	54,395



# LITERACY PROFICIENCY BY DISABILITY STATUS (SPRING IRI)

	KG		1st		2nd		3rd		# Students Proficient	
	18-19	20-21	18-19	20-21	18-19	20-21	18-19	20-21	18-19	20-21
Students Without Disabilities	67.0%	65.3%	71.4%	64.2%	81.0%	74.7%	79.6%	76.2%	56,818	51,177
Students With Disabilities	35.3%	36.2%	33.0%	30.6%	37.0%	35.1%	32.2%	31.0%	3,350	3,218
# Students Proficient	13,062	12,224	14,366	12,472	16,480	14,757	16,260	14,942	60,168	54,395



# LITERACY PROFICIENCY BY ECONOMIC STATUS (SPRING IRI)

	KG		1st		2nd		3rd		# Students Proficient	
	18-19	20-21	18-19	20-21	18-19	20-21	18-19	20-21	18-19	20-21
Not Economically Disadvantaged	72.1%	68.0%	76.5%	66.7%	83.6%	76.0%	82.3%	76.3%	35,795	38,497
Economically Disadvantaged	53.9%	51.4%	57.2%	48.6%	66.5%	58.4%	64.2%	60.0%	24,373	15,898
# Students Proficient	13,062	12,224	14,366	12,472	16,480	14,757	16,260	14,942	60,168	54,395



# LITERACY PROFICIENCY BY HOUSING STATUS (SPRING IRI)

	KG		1st		2nd		3rd		# Students Proficient	
	18-19	20-21	18-19	20-21	18-19	20-21	18-19	20-21	18-19	20-21
Securely Housed	64.3%	62.6%	67.6%	60.8%	76.0%	70.2%	74.1%	71.0%	59,224	53,630
Experiencing Homelessness	43.0%	46.2%	49.2%	37.0%	59.3%	48.1%	54.0%	48.9%	944	765
# Students Proficient	13,062	12,224	14,366	12,472	16,480	14,757	16,260	14,942	60,168	54,395



# CONCLUSION



# KEY FINDINGS

## Program Design

- Accurately identifies and targets resources towards students most in need

## Use of Funds

- Number of schools offering some form of all-day K substantially increased over last two years
- Personnel largest expense category throughout the state (>75% of program expenditure)



# KEY FINDINGS

## Program Effectiveness

- Difficult to separate discrete Program effects from impact of COVID-19 pandemic
- Some student groups did not experience as substantial a decline in proficiency as others – opportunity for further study to identify why and translate those strategies to other student groups
- Economically disadvantaged students, students with disabilities, and English learning students continue to perform lower than counterparts – increasing proficiency in those categories can improve overall statewide proficiency



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